

VISIT...

LANZAROTE
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Tutor Teaching Tips

Repeated Reading • I-5

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game board;
Markers

Introducing the Passage 5 minutes

Read part 1 of the passage *Soup and a Sandwich* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency 5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 70 words per minute with at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding 5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

What did the special boy want? (a gigantic sandwich)

How big was the loaf of bread? (It was so big, he used a saw to cut it.)

What kinds of meat were on it? (ham, chicken, and turkey)

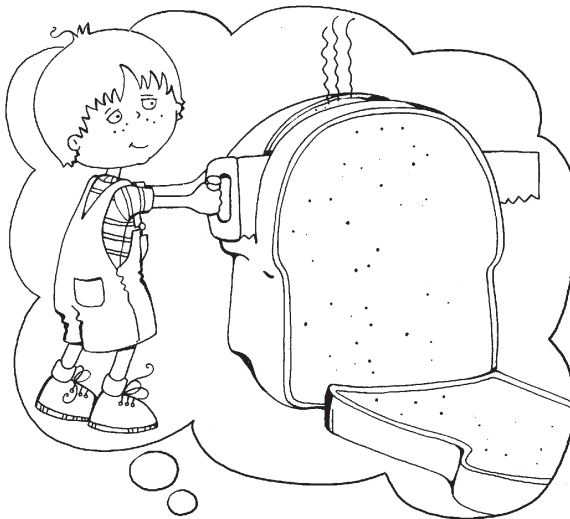
If time permits, repeat the steps above using part 2 of the passage, *Soup and a Sandwich*.

Optional Activity 5–10 minutes

PLAYING A WORD GAME: Set the “Food” and “Not Food” cards on opposite sides of the table. Shuffle the rest of the game cards and stack them face down. Have the child draw a card, read the word, and decide whether to categorize the word as “Food” or “Not Food.” If the child is correct, he/she gets to move on the game board the number of spaces indicated on the card. If the child is incorrect, he/she cannot move. It is now your turn. Repeat the game as time permits.

Part 1

There once was a very special boy.	7
He was so hungry that a bowl of alphabet soup wouldn't do.	17 19
He wanted more.	22
This special boy wanted a special sandwich.	29
He wanted a gigantic, mountain-high kind of sandwich.	38
And so this boy closed his eyes and made a very special wish.	49 51
First he wished for a loaf of bread.	59
He cut off a slice so big, he had to use a saw instead of a knife.	73 76
He wished for cheddar and Swiss.	82
Then he wished for meat—ham, chicken, and turkey.	91



Part 2

He slapped on lettuce, a fresh tomato, and pickles.	9
He added relish and a slice of onion.	17
This special boy was ready to eat.	24
But where could he start?	29
He walked around, looking up and down.	36
There was no way to start eating this sandwich.	45
The very special boy leaned up against the sandwich.	54
He closed his eyes and made yet another wish.	63
He wished for alphabet soup, please.	69
He ate it all and filled his tummy.	77
He whispered softly, "Thanks—that was yummy."	84

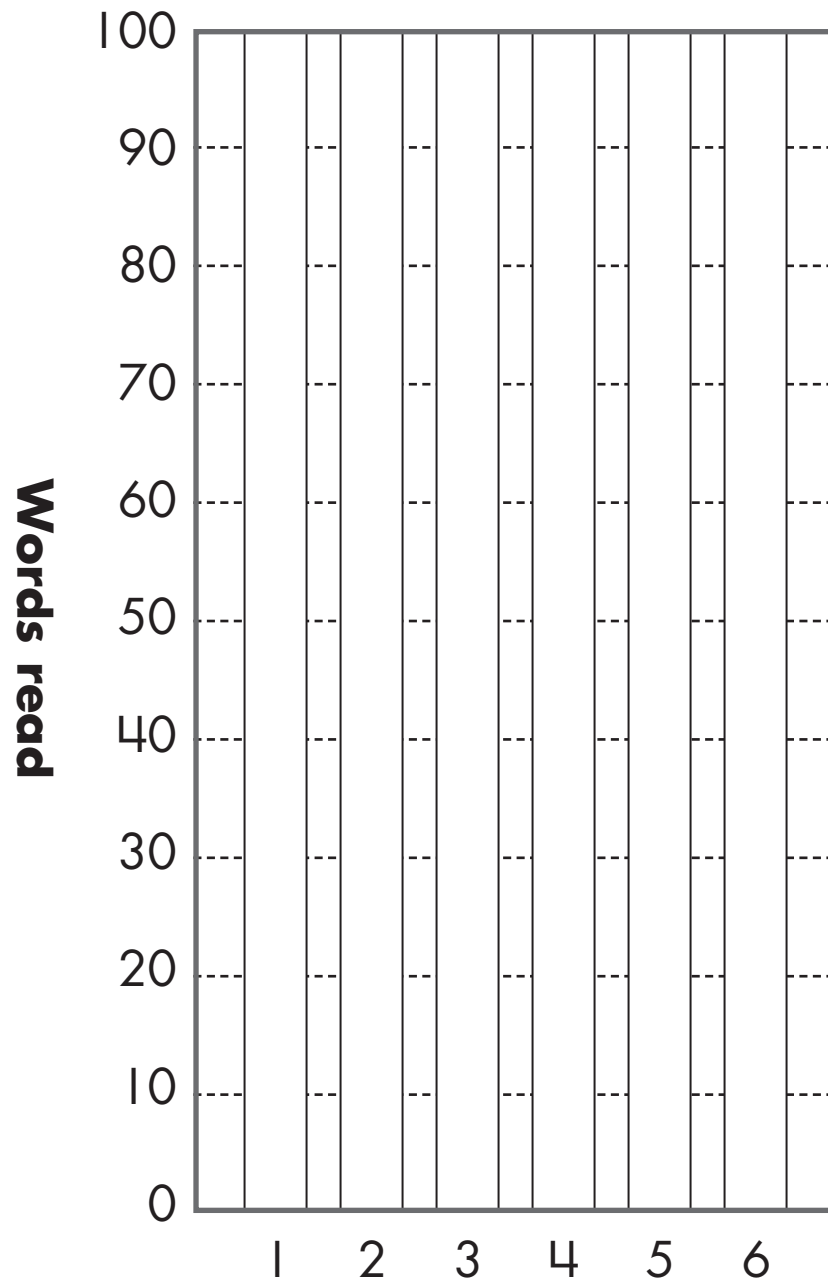


Fluency

Repeated Reading Bar Graph

Lesson I-5

Name _____ Date _____



Number
of errors: _____
1 2 3 4 5 6

Food

Not Food

soup

1

sandwich

2

bread

2

cheddar

4

wished

2

slice

3

saw

1

then

1

relish

4

onion

2

pickles

2

Swiss cheese

5

hungry

5

looking

2

softly

1

all

2

Fluency

Game Board

Lesson I-5

